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ABSTRACT

The project's objectives included: (1) increasing the enrollment and retention of academically talented students in teacher education programs at Kentucky State University (KSU), and (2) enhancing communication and collaboration between the university and key stakeholders in the community (parents and business, education, and policy leaders). The program's success depended on collaboration among KSU, a community college, and high schools in the state to prepare academically talented minority students for careers in teaching. KSU faculty members visited high schools to talk with students and provide them with information about the myths and facts of teaching. Students were invited to the KSU campus for a Teacher Education Day and other orientation events. This allowed prospective students to speak with currently-enrolled teacher education students and to talk further with faculty regarding teaching as a career. Many students enrolling at the university and indicating teaching as their possible major were awarded teacher education scholarships. All enrollees in the teacher education program were assigned a special mentor and/or advisor who is responsible for monitoring their academic progress. In addition, KSU administrators sought an agreement with local schools to hire highly qualified minority teaching graduates where vacancies occur. (Author/MSE)

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"Plan to Attract and Prepare Minority Students for Teaching"

A proposal funded by the BellSouth Foundation, Inc.

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

#2 ABSTRACT

The BellSouth project's objectives included (1) increasing the enrollment and retention of academically talented students in teacher education programs at Kentucky State University; and (2) enhancing communication and collaboration between KSU and key stakeholders in the community (e.g., parents, and business, education and policy leaders). The success of this program depended on the collaboration between Kentucky State University, a community college, and high schools in the state of Kentucky to prepare academically talented minority students for careers in teaching. Kentucky State faculty members visited state high schools to talk with students and provide them with information regarding the myths and facts of teaching. Students were invited to the KSU campus for a Teacher Education Day and other orientation events. This allowed prospective students to speak with currently enrolled teacher education students and to talk further with faculty regarding teaching as a career. Many students who enrolled at the University and who indicated teaching as their possible major were awarded teacher education scholarships. All enrollees in the teacher education program were assigned a special mentor and/or advisor who is responsible for monitoring their academic progress.

In addition, Kentucky State administrators sought an agreement with local school systems to hire minority teaching graduates of KSU where vacancies occur. Only "Blue Chip" senior year minority students were recommended for hiring.

#3 INTRODUCTION

Kentucky State's "Plan to Attract and Prepare Minority Students for Teaching" had two specific objectives: (1) to increase the enrollment and retention of academically talented students in teacher education programs at KSU; and (2) to enhance communication and collaboration between KSU and key stakeholders in the community. These goals and objectives were used to monitor and assess the progress of this project and constituted the basis of a final evaluation.

The Teacher Recruitment Plan involved collaboration between Kentucky State University, local high schools within a 20-mile radius of the University, and a community college, in order to identify, attract and prepare academically talented minority students for careers in teaching. The coordinator was a Kentucky State faculty member in the Department of Education who was given the appropriate release time from teaching classes in order to administer the program. This coordinator worked closely with faculty members to recruit students to teaching. High school teachers and counselors were requested to identify juniors and seniors with a GPA of 3.0 and above who showed potential

for becoming teachers. KSU faculty visited the selected schools to talk with students and provide them with information regarding the myths and facts of teaching.

University staff also planned to work with officials at Jefferson Community College in Louisville, Kentucky, which has a large percentage of minority students, to identify academically talented students. As part of this effort, arrangements were negotiated for KSU Education faculty to offer its Introduction to Teaching courses at Jefferson Community College beginning during the Spring 1989 Semester. Although Jefferson Community College agreed to this arrangement, the University of Louisville administration refused to grant permission to teach a KSU course in their service area.

All students were invited to visit the Kentucky State campus for a Teacher Education Day and for other orientation events, to interact with currently enrolled teaching students and to talk further with faculty regarding teaching as a career. Many qualified students who enrolled at the University and who indicated teaching as their possible major were awarded teacher education scholarships. All enrollees in the teacher education program were assigned a special mentor and/or advisor who was and continues to be responsible for monitoring their academic progress.

In addition, KSU administrators sought an agreement with local school systems to hire minority teaching graduates of KSU where vacancies occur. Only "blue chip," senior year minority students were recommended for hiring. The agreement included (1) arrangements for an interview between the student and the local school district; (2) a tour of schools by senior minority students; (3) an expression by the school district of genuine interest in graduates; and (4) a pre-contract between the student and the school district to be confirmed after graduation.

#4 BACKGROUND

Increasingly, minorities are disproportionately underrepresented in the teaching profession at a time when the percentage of minority children and youth is increasing. Studies predict that minority representation in the national teaching force could be reduced to less than 5% by the end of 1990. This growing mismatch between the racial and ethnic composition of the teaching force and that of the student population has serious social and educational implications for the nation and its schools.

Kentucky State University, s small historically black liberal studies institution, has prepared teachers since 1886. The project successfully sought to increase the pool of competent minority teachers for elementary and secondary classrooms and to develop an adaptable recruitment model which is readily suitable for dissemination.

#5 DESCRIPTION

The Kentucky State University/BellSouth project sought to (1) increase the ranks of qualified, sensitive and dedicated individuals entering the teaching profession; (2) educate and train new teachers for early success; (3) motivate students to continue their education and reach their highest academic potential; and (4) involve participation by multiple education constituencies (e.g., high schools, community college, and a university). The project plan was implemented during the fall semester 1988 with specific objectives to (1) increase the enrollment and retention of academically talented students in teacher education program at KSU; and (2) enhance communication and collaboration between KSU and key stakeholders in the community. These goals and objectives were used to monitor and assess the ongoing progress as well as to guide the summative evaluation of the project conducted by Dr. Ella Simmons, project director.

The target population was twofold: high school juniors and seniors with a 3.0 or above grade point average and potential for becoming teachers (as assessed by high school guidance counselors) and the public of educational institutions in Kentucky that encourages students to consider education as a profession.

The BellSouth grant award was for $25,000.

#6 RESULTS

The following provides a summary of the BellSouth program's accomplishments at Kentucky State University:

1. A part-time clerical staff person was hired to function in the capacity of assistant in the recruitment and retention of minorities in the Teacher Education Program. The assistant was a senior psychology major who was the president of a community organization, Black American Supporters of Excellence (B.A.S.E.), which promotes the discovery and development of talents in black youth.

2. The chairperson of the Department of Education was given release time to pursue the activities proposed in the grant application and to ensure compliance with the stipulations of the grant agreement. The release time allocated for the effort was equivalent to that required to teach a three semester credit hour course.

3. Informal agreements designed to establish and/or maintain collaborative relationships with high schools and community (two year) colleges were

established with the exercise of caution in pursuit of the agreements in recognition of university service area boundaries.

4. The proposal to offer the KSU course, Introduction to Teaching, at Jefferson Community College (JCC) in Louisville was not accomplished. While JCC officials agreed to allow the KSU course, Multicultural Education, rather than Introduction to Teaching, the University of Louisville administration refused to grant permission for a KSU course to be taught in their service area.

5. After being denied permission to teach the course, Multicultural Education, the KSU Department of Education chairperson presented a workshop on that topic to the JCC faculty as a professional development activity on their campus.

6. The KSU Department of Education chairperson worked closely with the JCC Student Academic Counselor to assure the transmission of teacher education program information and to facilitate the transition of JCC graduates to KSU. The counselor, who has been promoted to Coordinator for Academic Advising, shared the entire roster of JCC's Early Childhood Education majors with KSU. The clerical assistant prepared and mailed promotional packets to each of the JCC freshmen and sophomore teacher education candidates.

7. A state-wide conference on teaching careers for high school and community college students, the KSU Department of Education Annual Teacher Education Day, was held on April 27, 1989. This was full day of workshops, seminars, fact-finding, and entertainment. Promotional and program materials from that event have been presented in an earlier package.

8. The University reaffirmed its commitment to award scholarships to qualified students who enroll at KSU and indicate teaching as their intended major. Funds were made available for the 1989-90 academic year and are being considered for 1990-91.

9. Informal agreements were established with school districts to hire qualified KSU minority graduates where vacancies occur. Many school districts within and outside Kentucky are pursuing similar informal cooperative arrangements with KSU through their own recruitment efforts.

10. The Department of Education hosted a summer luncheon for service area school district superintendents and principals on July 26. The purposes of the luncheon were (1) to enhance the working relationship between district leaders and KSU Department of Education faculty and staff, and (2) to assess the needs and desires of the school districts for collaborative program development. Featured speakers were the governor's educational advisor and the state Deputy Superintendent for Public Instruction. This type of cooperation is expected to enhance the employability of KSU students and, thereby, enhance KSU's recruitment efforts.

11. In July, the clerical assistant prepared and mailed certificates of participation to all high school students who engaged in KSU's college/career exploration activities during 1988-89. Certificates for outstanding contributions to teacher education were awarded to all teachers/mentors, school counselors and others who accompanied students to campus or conducted workshops and seminars for the students.

12. Department of Education faculty and staff members designed and purchased "KSU/Teacher Education Day" teeshirts for all activity participants, faculty and staff. Faculty members who wore their shirts during the summer at conferences, on vacations, and such drew attention, elicited questions, and expressions of interest in teacher education. Students who wear their shirts have similar experiences. Further, shirts have been given to campus supporters with thank you notes as expressions of appreciation to enhance the department's campus image.

13. The department chairperson participated in and presented at three June conferences which addressed the recruitment and retention of minorities. These were the BellSouth Grantees Conference, and NEA/HBCU "Taskforce" mini conference on the recruitment/retention of minorities in teacher education, and an AACTE New Dean's Institute which provided a workshop on effective fundraising from courses such as BellSouth.

14. Faculty members attended several different conferences or conference workshops related to the recruitment/retention of minorities in education. These include the Norfolk State University Conference on the Recruitment and Retention of Minorities, an Appalachian Educational Laboratory Con-

ference (testing procedures, etc.), AACTE sessions on recruitment and retention, Florida A&M Fifth Annual Conference on the Retention of Minorities in Higher Education, and several local activities.

15. A small portion of project funds were used to augment the Student National Education Association's (SNEA) implementation of an Adopt-A-High School plan through the purchase of display supplies and materials. The goal of this project was to develop future teacher type clubs in selected schools to boost recruitment efforts.

16. The department chairperson conducted two workshop/seminar series in child development during Summer, 1988 and Summer, 1989. The majority of participants at both events were Black female undergraduates who have or are contemplating the pursuit of a degree in education or early childhood development.

17. A sizeable portion of grant funds were used to purchase recruitment materials such as KSU pennants, pencils, folders, and rulers for stuffing into invitations and friendly inquiries to high school students and others who expressed interest in teacher education.

18. The Director of Supervised Teaching hosted a dinner during the fall semester for service area instructional supervisors and cooperating teachers to solidify the student placement relationships (re: expectations, content, skills, and multicultural education, etc.).

#7 CONCLUSIONS AND RECOMMENDATIONS

One of the original expectations was not realized; although perhaps obvious but valuable lessons were learned. Our greatest disappointment involved the denial of permission for a KSU faculty person to provide an introduction to teaching or a related studies course on the campus of the collaborating community college. The denial was a result of a territorial dispute based on pre-established state institutional service region boundaries. The community college is situated in another university's service region. However, an alternative plan was devised and a lasting relationship which did not exist previously has been formed.

This deviation from the proposal caused a rethinking of the original plan to seek an agreement with local school systems to do what could have been interpreted as giving preferential treatment to minorities in hiring practices, if

entered into formally. While some would not question the desired agreement, others such as teacher unions, or education associations might have been offended to the point that teacher candidates would have been repulsed. However, we did accomplish informal systems. Actually, we had an abundance of requests from around the county for more minority teachers than we can currently graduate.

Thus, the real needs seem to lie in the areas of attracting minorities to teacher education programs and providing methods of academic and professional preparation which will enhance their chances for success. Teaching is not as desirable to minorities as it once was. Often entrance and exit examinations pose threats and, sometimes, insurmountable hurdles. We have explored possible solutions to this problem in addressing recruitment and preparation and are now working with our Communications Skills Coordinator and Developmental Services Department Chairperson to develop strategies to assist these students in passing our entrance exam, the Comprehensive Test of Basic Skills.